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DU PEUPLE AMERICAIN

MATERIALS PRINTING & DISTRIBUTION REPORT

2020-2021 TEACHING AND LEARNING MATERIALS (OUTPUT 1.1)

PRE-DISTRIBUTION + IMMEDIATE POST-DISTRIBUTION AUDITS

LECTURE POUR TOUS

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ACRONYMS

APE	<i>autorisation d'enlèvement provisoire</i>
CEI	<i>cours elementaire I</i>
CI	<i>cours d'initiation</i>
CP	<i>cours preparatoire</i>
DCOP	Deputy Chief of Party
DEE	<i>Direction d'Education Élémentaire</i>
EGR	Early Grade Reading
FOB	Free on Board
IA	<i>Inspection d'Académie</i>
IEF	<i>Inspection de l'Education et de la Formation</i>
MEL	Monitoring, Evaluation & Learning
MEN	<i>Ministère de l'Education nationale</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence</i>
POD	Proof of Delivery
WTL	World Trans & Logistics

EXECUTIVE SUMMARY

Through the *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence (PAQUET)*, the Government of Senegal and its *Ministère de l'Éducation Nationale (MEN)*, have committed to strengthening teaching and learning systems for core subjects such as reading and mathematics in order to improve academic outcomes for students in the early grades. To contribute to the achievement of these national goals, the USAID-funded *Lecture Pour Tous* program is supporting the MEN to significantly increase reading results in Grades 1-3 through an explicit, systematic phonics approach based on international best practices. *Lecture Pour Tous*, which is contracted under USAID/All Children Reading and implemented by Chemonics International and a consortium of partners, began at the end of October 2016 and runs through July 10, 2021 and benefits 6 regions. This technical assistance program targets three outcomes to achieve this goal: improved early grade reading instruction in public primary schools and daaras, improved delivery systems for early grade reading (EGR) instruction, and improved parent and community engagement in early grade reading.

As part of achieving Output 1.1 of the program – provision of reading materials in the Senegalese language – *Lecture Pour Tous* worked with the MEN to distribute teaching and learning materials consisting of teacher's guides, alphabetical charts, student textbooks, take-home booklets, and decodable leveled readers in Wolof, Pulaar, and Seereer for Grade 1 (*cours d'initiation*, or “CI”), Grade 2 (*cours préparatoire*, or “CP”) and Grade 3 (*cours élémentaire 1*, or “CE1”) in the program's six targeted regions: Diourbel, Fatick, Kaffrine, Kaolack, Louga and Matam.

In accordance with program requirements and contractual guidelines, pre- and post-distribution audits should be conducted throughout the materials distribution process to evaluate operations and track against the quality and quantity of materials required. This immediate pre- and post-distribution audit report documents the process of acquisition and distribution of teaching and learning materials for the 2020-2021 school year.

The first phase of this process, which involved printing the materials, was carried out without any major challenges and followed the predefined schedule. No significant delays were noted in the printing of the materials. In spite of the COVID-19 pandemic and its related challenges, *Lecture Pour Tous* was able to adapt to this new context and work proactively to ensure the timely delivery of teaching and learning materials for its final year of implementation. As such, instead of the usual face-to-face working sessions, the program organized several virtual meetings to revise and validate the source files and promoted remote collaboration to mitigate the impact of COVID-19 on the activities and the defined schedule. In addition, program staff took the necessary protective measures for meetings that required a physical presence, such as the evaluation and validation of the print-ready PDF files. Nevertheless, there was a slight delay in customs clearance processes and in the transfer of materials to the warehouse, due to a strike called by transporters at the port of Dakar.

The repackaging and dispatching of the materials in the warehouse were carried out without any problems or incidents that could affect the schedule. The distribution campaign was then held from October 19 to November 8, 2020, just prior to the start of the school year and one month earlier than last year. Distribution operations were centralized at the *Inspection de l'Éducation et de la Formation (IEF)* level and held simultaneously in all the program sites within the same region. Each IEF had one week to distribute materials, including three days dedicated to collection of materials by school directors and transfer to targeted schools.

Within 21 days, all transfer, handling, and distribution operations had been carried out. This time frame can be considered very satisfactory for such a large-scale operation, even though some school directors were away from their school communities because the distribution took place during vacation while schools were still closed. In the end, 882,920 materials consisting of teacher's guides, student textbooks, take-home booklets,

decodable leveled readers, and read-aloud storybooks were distributed to 3,192 school directors. This represents 93% of the total materials planned to be distributed during this phase and 91% of school directors. These materials are expected to be used in approximately 11,506 classrooms and to benefit approximately 482,691 students during the 2020-2021 school year. At this point in time, it is difficult to precisely indicate the total percentage of teacher and student needs met with this distribution because the total number of target teachers and especially the total number of target students is still yet to be determined for the 2020-2021 school year, especially with the added complexity of class and language. This level of analysis will be completed during the 90-day post-distribution audit.

It should also be noted that the needs assessment for this distribution took into account the existing stock in the classrooms, i.e., teaching materials in perfect condition that had been distributed during the previous school years (Years 3 and 4 of the program). The tracking process was greatly improved with the implementation of an electronic tracking system (track and trace) that guarantees the traceability of the materials from their storage to their distribution at the IEF level.

In summary, the October-November 2020 teaching and learning materials distribution campaign delivered teaching and learning materials to nearly 91% of the schools targeted by the program for the 2020-2021 school year before the start of teaching activities. This pre- and post-immediate distribution audit shows that:

- 5,556 teacher's guides were distributed, including 676 for CI (Grade 1), 591 for CP (Grade 2) and 4,289 for CEI (Grade 3).
- 158,725 student textbooks were distributed, including 29,643 for the CI, 31,858 for the CP and 97,224 for the CEI.
- 503,361 take-home booklets were distributed, of which 183,155 were for CI, 165,327 for CP and 154,879 for CEI.
- 45,220 sets of decodable leveled readers, which makes a total of 201,076 booklets, were distributed.
- 2,342 CP and CEI read-aloud storybooks and 1,186 sets of CI read-aloud storybooks, which makes a total of 11,860 booklets, were distributed.
- At the *Inspection d'academie* (IA) level, distribution coverage rates vary between 74% (Kaffrine) and 99.7% (Fatick) of targeted schools.

Table 1: Summary of distribution as November 30, 2020

TITLE	MATERIALS			
	Planned	Distributed	Gap	Coverage rate
Teaching Guide CI	811	676	135	83%
Teaching Guide CP	756	591	165	78%
Teaching Guide CEI	4,629	4,289	340	93%
Class Tool CI	33,679	29,643	4,036	88%
Class Tool CP	35,741	31,858	3,883	89%
Class Tool CEI	102,732	97,224	5,508	95%
Take-Home Booklet CI	196,985	183,155	13,830	93%
Take-Home Booklet CP	176,269	165,327	10,942	94%
Take-Home Booklet CEI	164,334	154,879	9,455	94%
Decodable leveled readers - Level 1	13,672	11,924	1,748	87%
Decodable leveled readers - Level 2	13,672	11,924	1,748	87%

TITLE	MATERIALS			
	Planned	Distributed	Gap	Coverage rate
Decodable leveled readers - Level 3	23,256	20,540	2,716	88%
Decodable leveled readers - Level 4	13,540	11,972	1,568	88%
Decodable leveled readers - Level 5	46,596	43,736	2,860	94%
Decodable leveled readers - Level 6	53,380	50,490	2,890	95%
Decodable leveled readers - Level 7	53,380	50,490	2,890	95%
Storybooks CP	45	34	11	76%
Storybooks CEI	2,514	2,308	206	92%
Read-alouds CI	12,570	11,860	710	94%
TOTAL	948,561	882,920	65,641	93%

This data reflects the distribution situation as of November 30, 2020, with operations continuing beyond this date to allow the remaining school directors to collect materials for their schools. The main reason for the variance in coverage rates noted above (ranging from 76% to 95%) is likely an urban/rural factor: directors posted to urban schools were more likely to be present in their school communities during school vacation (i.e. before the start of the school year) and were therefore more likely to collect materials on time; in contrast, directors posted to rural schools were more likely to have travelled back to their respective homes (often far from their schools) while schools were closed and were therefore unable to collect materials on time.

A mitigation plan was adopted for all the sites where material remained to be distributed. Remaining materials were positioned at the IEF-level under the responsibility of the IEF stock accountants (*comptables matières*) and program staff embedded within IEFs (or focal points). These program staff worked with IEFs to contact and invite the remaining school directors to collect their materials to ensure the distribution covered all the targeted schools as soon as possible for the 2020-2021 school year.

Finally, the upcoming 90-day post-distribution audit (scheduled for February 2021) will allow the program to fully confirm via field mission that sufficient quantities of each type of materials, in the right language, are available in the classrooms in the hands of the beneficiaries (students and teachers) and that these materials are used and managed efficiently.

I. PRE-DISTRIBUTION AUDIT OF 2020-2021 TEACHING AND LEARNING MATERIALS

A. Summary of the Printed Teaching and Learning Materials

The printing of teaching and learning materials for the 2020-2021 school year took place during the COVID-19 pandemic. This situation has naturally impacted the selection, awarding and execution of the contract for the printing of the teaching and learning materials. In contrast to previous years, the entire printing contract was awarded to a single printing company, following an extensive competition process, in order to mitigate risks, especially those related to production lead time and COVID-19-related shipping uncertainties.

An international call for tenders was launched in March 2020, resulting in more than 40 companies expressing their interest and ten of them submitting a bid by the end of the bidding period. After an initial evaluation of the bids received, of which five came from local companies and the other five came from international companies.

At the end of the selection process, Tara TPS, a printing company based in South Korea, was selected to print the materials.

Tara TPS printed the teaching materials for the 2020-2021 school year for CI, CP and CEI grade levels in Wolof, Pulaar, and Seereer. A total of 902,650 teaching and learning materials were produced, including teacher's guides, student textbooks, take-home booklets, decodable leveled readers, read-aloud story books and alphabet charts. This quantity was determined based on the previous year's enrollment figures, estimates of the number of students who will enroll this year, existing and usable materials in the classrooms, and the remaining materials from last year's stock. The objective is to meet the ratios set by the program for each type of material, i.e., one textbook and take-home booklet per student, one guide for each teacher, one read-aloud storybook for each designated grade (CP or CEI), one complete set of decodable leveled readers for every ten (10) students in a classroom and distributed as follows: levels 1 to 3 for CI, levels 3 to 5 for CP, and levels 5 to 7 for CEI. Alphabet charts were also provided for new CI classes or to replace damaged ones. Teaching and learning materials were also distributed to school directors according to their needs as coaches (trainers and/or supervisors), as noted in the table below.

Table 2: Teaching and Learning Materials Printed for 2020-2021

Line Item	Description	Language	Qty.
1	Teacher's Guide – CI	Wolof	1,330
2	Teacher's Guide – CI	Pulaar	820
3	Teacher's Guide – CI	Seereer	610
4	Teacher's Guide – CP	Wolof	1,210
5	Teacher's Guide – CP	Pulaar	750
6	Teacher's Guide – CP	Seereer	610
7	Teacher's Guide - CEI	Wolof	4,010

Line Item	Description	Language	Qty.
8	Teacher's Guide - CEI	Pulaar	1,540
9	Teacher's Guide - CEI	Seereer	1,330
10	Student Textbook – CI	Wolof	3,620
11	Student Textbook – CP	Wolof	18,910
12	Student Textbook – CP	Pulaar	6,820
13	Student Textbook – CP	Seereer	5,170
14	Student Textbook - CEI	Wolof	72,610
15	Student Textbook - CEI	Pulaar	18,400
16	Student Textbook - CEI	Seereer	17,890
17	Take-Home Booklet – CI	Wolof	119,840
18	Take-Home Booklet – CI	Pulaar	35,070
19	Take-Home Booklet – CI	Seereer	26,950
20	Take-Home Booklet – CP	Wolof	101,360
21	Take-Home Booklet – CP	Pulaar	31,140
22	Take-Home Booklet – CP	Seereer	29,160
23	Take-Home Booklet - CEI	Wolof	104,390
24	Take-Home Booklet - CEI	Pulaar	30,790
25	Take-Home Booklet - CEI	Seereer	29,900
26	Decodable leveled readers - Level 1 (4 booklets per level)	Wolof	5,520
27	Decodable leveled readers - Level 1 (4 booklets per level)	Pulaar	2,400
28	Decodable leveled readers - Level 1 (4 booklets per level)	Seereer	3,640
29	Decodable leveled readers - Level 2 (4 booklets per level)	Wolof	4,160
30	Decodable leveled readers - Level 2 (4 booklets per level)	Pulaar	2,000
31	Decodable leveled readers - Level 3 (4 booklets per level)	Wolof	14,880
32	Decodable leveled readers - Level 3 (4 booklets per level)	Pulaar	6,160
33	Decodable leveled readers - Level 3 (4 booklets per level)	Seereer	960
34	Decodable leveled readers - Level 4 (4 booklets per level)	Wolof	10,640
35	Decodable leveled readers - Level 4 (4 booklets per level)	Pulaar	4,520

Line Item	Description	Language	Qty.
36	Decodable leveled readers - Level 4 (4 booklets per level)	Seereer	4,040
37	Decodable leveled readers - Level 5 (4 booklets per level)	Wolof	32,640
38	Decodable leveled readers - Level 5 (4 booklets per level)	Pulaar	9,320
39	Decodable leveled readers - Level 5 (4 booklets per level)	Seereer	8,880
40	Decodable leveled readers - Level 6 (5 booklets per level)	Wolof	38,450
41	Decodable leveled readers - Level 6 (5 booklets per level)	Pulaar	11,450
42	Decodable leveled readers - Level 6 (5 booklets per level)	Seereer	11,000
43	Decodable leveled readers - Level 7 (5 booklets per level)	Wolof	38,450
44	Decodable leveled readers - Level 7 (5 booklets per level)	Pulaar	11,450
45	Decodable leveled readers - Level 7 (5 booklets per level)	Seereer	11,000
46	Read-aloud Storybook - CP	Wolof	600
47	Read-aloud Storybook - CP	Pulaar	490
48	Read-aloud Storybook - CP	Seereer	490
49	Read-aloud Storybook - CEI	Wolof	2,380
50	Read-aloud Storybook - CEI	Pulaar	1,020
51	Read-aloud Storybook - CEI	Seereer	920
52	Alphabet Chart	Wolof	390
53	Alphabet Chart	Pulaar	290
54	Alphabet Chart	Seereer	280
Total materials printed			902,650

It should also be noted that before this production, the program had acquired from Didactikos read-aloud storybooks for the Louga and Diourbel IAs, as a complement to meet the rate of a complete set of ten (10) Read-aloud storybooks per CI classroom, as noted in the table below.

Table 3: Read-aloud storybooks per CI classroom

Line Item	Description	Language	Qty.
1	Read-aloud Storybook - CI (10 booklets per set)	Wolof	1,109
2	Read-aloud Storybook - CI (10 booklets per set)	Pulaar	178
3	Read-aloud Storybook - CI (10 booklets per set)	Seereer	148
Total materials printed (in set)			1,435

B. Printing Execution and Challenges

The printing process launched for the provision of teaching and learning materials for the 2020-2021 school year was successfully executed by Tara TPS, which produced the quantities defined for each title as specified in the contract. No major difficulties were noted during the printing process: the files were revised remotely and within the allotted time frame and transmitted to the printing company per schedule. The samples that were provided strictly complied with all the technical specifications, thereby allowing validation of the “print-ready” files within a reasonable time frame. Lecture Pour Tous built upon on previous experiences by mobilizing a task force to ensure and guarantee optimal management of the materials production chain, from design to the finalization of printing in the required conditions and deadlines.

C. On-Site Inspection of Printed Materials (Lot A production)

In the context of the COVID-19 pandemic, Lecture Pour Tous was unable to travel in-person to South Korea to check the equipment at the production site. In order to mitigate risk, an inspection and control agency based in South Korea was contracted by Lecture Pour Tous to carry out a detailed physical inspection at the production site before the materials were shipped to Dakar. From July 3-9, 2020, Intertek, the selected contractor, carried out the quantitative control of the printed materials and supervised their loading in 11 40-foot containers. Six Intertek agents were mobilized on the production site for five days. The controls activities focused on:

- The quantities produced for each type of material
- The packaging and labelling of materials
- Loading into containers

A first inspection of textbooks, take-home booklets and CP/CEI decodable leveled readers in Wolof, Pulaar and Seereer took place on July 3, resulting in the loading of two containers. A similar operation took place from July 6-9 with the rest of the materials to certify that the quantities produced for each type of material comply with the contractual indications. Beyond the quantitative aspect, this audit also allowed the program to confirm the fulfilment of the requirements related to packaging (packing, labelling) and loading of the materials. The printer used a checklist on quantitative measures for post-production quality control. The program conducted a second quality inspection of these materials once they arrived at the Dakar warehouse.

The on-site post-production inspection was globally satisfactory and confirmed the printer's compliance with all the contractual requirements (quantity, packaging, labelling, loading, etc.) in relation to printing and shipping of the materials. (see Appendix I - Intertek inspection report of July 3, 2020).



Figure 1: On-site inspection (Paju-si, South Korea)



Figure 2: On-site inspection (Paju-si, South Korea)

D. Shipping and Pre-Distribution

Taking into account previous experiences as well as constraints related to the COVID-19 pandemic, Lecture Pour Tous signed two different contracts for printing and transport, each one awarded to a specialized service provider. Thus, by contracting directly with a company specialized in international transport, Lecture Pour Tous has taken all the necessary measures to protect itself from the long delays and difficulties caused by the pandemic and to make sure as far as possible that shipping would be carried out in the best conditions. Following an international call for tenders, MEBS, a logistics provider based in the United States, was contracted to ship the teaching and learning materials from Paju-si, South Korea to Dakar, Senegal. In accordance with the signed contract, MEBS and WTL (World Trans & Logistics), its agent in Dakar, were responsible for all aspects related to the international transport from Korea to Senegal, including booking, export customs clearance, unloading at the port of Dakar, import customs clearance, and transfer to the storage site designated by Lecture Pour Tous.

I. South Korea - Senegal Transport

A total of 11 40-foot containers were needed for the loading and transfer of materials from the port of Busan in Korea to the port of Dakar. As the international commercial terms (Incoterms) defined in the printing contract was Free on Board (FOB), MEBS was naturally able to take care of the pre-routing and export customs formalities without any difficulties. It should be noted that in previous projects, the program had experienced difficulties with the communication between the selected providers (printer and logistics provider) on aspects related to the coordination and implementation of the prerequisites for the transfer of materials. This matter has been resolved, thus allowing the transportation of all the materials on the same vessel, without any particular incident and within a reasonable time frame, as shown in the table below.

Table 4: Details of international transport

International Transport	Shipping Dates	Arrival Dates	Transport References	Quantities
Maritime shipment	07/15/20	09/05/20	MSC Orion - FY028A BL/MEDUKR195687	11 containers / 226 pallets 38,561 cartons / 902,650 books

II. Customs Formalities

Between the loading of materials and their arrival in Dakar, Lecture Pour Tous had taken all the necessary steps, with the assistance of USAID and MEN, to ensure that customs duties and local taxes would be suspended for the consignment. Upon arrival of the materials, although the exemption certificate was still being processed by customs, an APE (*autorisation d'enlèvement provisoire*) was issued in order to continue and finalize the customs clearance process. The only difficulties encountered were related to the removal of the equipment as the transporters at the port of Dakar were on strike. In fact, although customs clearance formalities were completed and the removal order (*autorisation de sortie*) was obtained, the containers left the port between September 17-30, 2020, which was 15 days behind schedule, despite the program taking steps to discuss the process with the port authorities.

III. Pre-Distribution Storage

The warehousing, repackaging and distribution of teaching and learning materials for the 2020-2021 school year were handled by Bolloré Transport and Logistics following a call for tenders issued in May 2020. Prior to the arrival of the materials, a Lecture Pour Tous team held preparatory meetings to examine the overall distribution process, paying a particular attention to auditing and approving the storage location to ensure compliance with storage and safety standards. The Bolloré warehouse, located in Potou, Dakar, was selected as the storage site for all the teaching and learning materials to be distributed as part of this operation.

The programs materials supply chain manager collaborated with Bolloré agents to receive and unpack all of the materials. At the end of the unpacking operations (a total of 11 containers), a quantitative control was carried out with the service provider, which confirmed that there were no discrepancies and all the expected quantities had been received. In addition, Lecture Pour Tous organized a post-production qualitative inspection focused on the technical specifications of the materials and their packaging. This mission was carried out by a team of four program staff, assisted by two warehouse agents provided by Bolloré to facilitate the work. The physical inspection, which took place on October 1, involved a random sampling of 10% of all pallets received, i.e., 23 pallets of various materials corresponding to approximately 96,900 materials. The physical check confirmed that all the technical specifications in the contract had been respected, more specifically, it was noted that:

- The orientations and changes requested during the approval of the “print-ready” files were vigorously respected.
- The formats (open and finished) requested in the contract, as well as the paginations of the various manuals correspond to the approved “print-ready” files.
- The covers, the paper weight, the color of the images as well as the specifications set for bookbinding of the various materials met the specified needs.

- The materials were packaged in such a way as to make them secure for several successive transports (international and local), and accessible, legible labeling in compliance with the contents and contractual guidelines has been provided.

In addition to the reprinted materials, a check was carried out on the materials acquired locally from Didactikos SARL (CI read-aloud storybooks) and on the remaining stock from last year's (Year 4) distribution that had been transferred from Kaolack (Lecture Pour Tous storage site) to Dakar.

A total of 904,085 newly printed and/or acquired materials and 230,736 materials from the existing stock were centralized at the Potou warehouse.

The cross-referencing of the various support documents (printing contract, packing list and delivery slips from the providers, bill of lading of the carriers, inventory report) with the stock received in Dakar and stored at Bolloré enabled Lecture Pour Tous to verify before distribution that all printed documents had been received and were in good condition. The table below summarizes the inspections that were carried out.

Table 5: Pre-distribution Inspections Performed for the 2020-2021 Teaching and Learning Materials

Items of the pre-distribution audit of the main material distribution phase	Printed quantities	Signature of press proof (MM/DD/YY)	Production date	On-site Inspection date (Korea)	Findings following the on-site inspection in Korea	Site inspection in Senegal	Findings following the on-site inspection in Senegal	Supporting documents for audit purposes
Student textbooks, student take-home booklets, teacher's guides, decodables leveled readers, read-aloud storybooks for CP/CEI, alphabet charts	902,650	06/18/20	06/30 to 07/04/20	07/03 to 07/09/20	Quantities verified vs. Purchase Order (P.O.)	10/01/20	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Read aloud booklets for CI (by set)	1,435	03/04/20	04/15/20	N/A	N/A	04/17/20	Quantities verified vs. P.O.	Inspection forms
Remaining stock from Year 4	230,736	Year 4	Year 4	N/A	N/A	09/28/20	Quantities verified vs. proof of delivery (POD)	Inventory Report

(see Annex II - Dakar warehouse pre-distribution inspection report).



Figure 3: Pre-Distribution Inspection - Bolloré Warehouse in Dakar, Senegal

IV. Dispatching and Transport

After storing and inspecting the various teaching materials to be distributed for the 2020-2021 school year, Lecture Pour Tous submitted the detailed database and distribution plan to Bolloré, specifying for each school in the 21 targeted IEFs the quantities and types of materials to be delivered and the planned distribution dates.

The database, which provides information on IA, IEF, schools, enrollment by level and language, directors, types of materials and quantities to be distributed, was transmitted more than a month before Bolloré had to start the dispatching operations. This allowed them to make the necessary arrangements (creation of files per school in Bolloré's web and mobile "Link Tracking Solutions" [or Link], QR codes, electronic proofs of delivery [PODs], etc.) for the tracking and tracing system and to ensure the repackaging and dispatching of materials per school. The tracking system put in place this year was implemented in two stages:

- A first stage in which the distribution database received from Lecture Pour Tous was uploaded into SPEED, the warehouse management software used in Potou. This software then creates a separate reference for each type of material and then generates a preparation note (see Annex III – Example of a Preparation Note) for each school in the distribution list. The dispatching and repackaging of materials by school at each IEF is carried out based on this document. The preparation per school is then packed, foil wrapped, labeled, and packaged by IEFs.
- A second stage in which the references created by SPEED are uploaded in Link to code the schools and generate a QR Code for each of them, in order to ensure the traceability of the materials. Link then generates the POD (see Annex IV – Example of a Proof of Delivery) which will serve as a supporting document to justify the delivery and as a link, via the QR code contained therein, to ensure electronic tracking.

Figure 4: Dispatching materials by IEF - Potou Bolloré Warehouse - Dakar, Senegal

Lecture Pour Tous supplied Bolloré, as agreed, with all the necessary data (list of schools, location, names of directors, list of materials) so that the different stages of transporting materials to the IEFs could be documented. The materials were checked both at departure and arrival:

- At departure: for each truck, a shipping list is signed by the warehouse manager and the transporter at the time of departure from the warehouse.
- Upon arrival: a delivery slip is signed by Lecture Pour Tous staff, the stock accountant (*comptable matière*) and the Bolloré agent before being certified by the IEF of the jurisdiction concerned.

2. IMMEDIATE POST-DISTRIBUTION AUDIT OF THE 2020-2021 TEACHING AND LEARNING MATERIALS

A. Summary

For the 2020-2021 school year, the main distribution of teaching and learning materials to the 21 IEFs in the six regions of intervention was handled by Bolloré Transport and Logistics during a 21-day period between October 19 to November 8, 2020. Following the transfer of materials to the IEFs, MEN and Lecture Pour Tous organized a distribution campaign so that the school directors could collect the materials for their respective schools.

Most of the materials were given to the school directors during these distribution days with a very satisfactory overall coverage rate of 91% for all 21 IEFs. Even though almost all the targeted schools were able to collect

their materials, some school directors did not show up for the collection of their materials because they were on vacation outside their area of assignment at the time of the distribution.

For those few schools whose directors, although notified, were late in collecting the materials, Lecture Pour Tous has put in place a mitigation plan which consists of storing the materials at the IEFs and ensuring that these materials are quickly made available to schools. This operation will continue throughout the month of December under the supervision of the Lecture Pour Tous focal points and the IEF stock accountants. This mitigation plan which consists in continuing to distribute the materials to targeted schools should enable the schools in question to quickly receive the materials they need.

The strong involvement of school directors, Bolloré representatives, IEF stock accountants, and Lecture Pour Tous field staff, coupled with the distribution strategy adopted (see Annex V - Lecture Pour Tous Year 5 Materials Distribution Strategy) have greatly facilitated the delivery of the materials to school directors.

B. Distribution Strategy and Plan

The achievement of the objectives defined as regards the provision of teaching and learning materials is largely based on the development and implementation of a realistic strategy for the distribution of the materials to the various beneficiaries in the six regions covered by the program. Therefore, the strategy adopted for the distribution of Year 5 teaching and learning materials consists of a centralized distribution at the IEFs level and during the same period in each region where the program is implemented (i.e., in seven distribution sites at the same time), and this cascade model was repeated in each of the six regions of intervention. (See Annex V - Lecture Pour Tous Year 5 Materials Distribution Strategy).

Beforehand, all the teaching materials including new supplies and existing stock were centralized in the Potou warehouse. Using the data from the distribution database they received from the program, Bolloré implemented a barcode tracking system and proceeded with the repackaging, dispatching, packaging, and labeling of materials by beneficiary school for each IEF. The materials thus grouped by school and by IEF were successively transferred by Bolloré to the various distribution sites specified by Lecture Pour Tous. This operation was done at least two days before the official launch of the distribution at each IEF.

The materials thus transferred to the field were stored at the distribution sites (IEFs, Schools or CRFPEs) to the extent possible, to minimize handling and the risk of loss. Each IEF was allotted one week to distribute the materials and the same team was set up at each distribution site, consisting of at least two Bolloré distribution agents, the IEF stock accountant, a representative of Lecture Pour Tous and at least one warehouse employee. The presence of this consistent team at each IEF allowed for a good distribution of tasks and greater efficiency during distribution operations.

The distribution plan was developed taking into account the logistical aspects, the mobility of the staff involved, the location and accessibility of the distribution sites. It was initially presented to Bolloré, then discussed and agreed with them and the decentralized divisions of MEN: *Direction d'Education Élémentaire* (DEE), IA and IEF. The distribution schedule that is summarized below has perfectly integrated these different aspects.

Table 6: Teaching and Learning Material Distribution Campaign Dates by Region and IEF

REGIONS (IA)	IEFS	PLANNED DATES (MM/DD/YY)
Matam	Matam	10/21/20-10/23/20
	Ranérrou	10/21/20-10/23/20
	Kanel	10/21/20-10/23/20
Kaolack	Kaolack Commune	10/21/20-10/23/20
	Kaolack Department	10/21/20-10/23/20
	Guinguinéo	10/21/20-10/23/20
	Nioro	10/21/20-10/23/20
Louga	Louga	10/28/20-10/30/20
	Kebemer	10/28/20-10/30/20
	Linguère	10/28/20-10/30/20
Kaffrine	Kaffrine	10/28/20-10/30/20
	Birkilane	10/28/20-10/30/20
	Koungueul	10/28/20-10/30/20
	Malem Hodar	10/28/20-10/30/20
Diourbel	Diourbel	11/04/20-11/06/20
	Mbacké	11/04/20-11/06/20
	Bambey	11/04/20-11/06/20
Fatick	Fatick	11/04/20-11/06/20
	Foundiougne	11/04/20-11/06/20
	Gossas	11/04/20-11/06/20
	Diofior	11/04/20-11/06/20

Throughout the distribution process, Lecture Pour Tous took a number of actions to ensure efficient delivery of materials to the various distribution sites that had been identified in advance, some of those actions are summarized in the table below.

Table 7: Lecture Pour Tous Materials Distribution Planning and Oversight Measures

N°	DEFINITE MEASURES	AGENTS IN CHARGE
1	Planning and organizing the distribution of materials	Supply Chain Manager
2	Building and sharing the distribution database	Monitoring, Evaluation & Learning (MEL) team
3	Providing liaison between Lecture Pour Tous and the service provider selected for the distribution.	Supply Chain Manager / Procurement
4	Approving the selected distribution strategy with the selected service provider and ensuring its implementation.	Task force / Supply Chain Manager/Deputy Chief of Party (DCOP) / Bolloré
5	Informing the DEE of the schedule for the distribution of materials	Director of Programs
6	Performing the inspection of printed materials	Supply Chain Manager / Outcome I team / Bolloré
7	Ensuring follow-up of the dispatching and the repackaging of the materials at the provider's warehouse.	Supply Chain Manager/Bolloré
8	Printing of the distribution (delivery slips)	Procurement
9	Providing overall supervision of distribution in the field	Zonal Office Coordinators
10	Inviting IEFs to participate in the distribution of materials in their district.	Academy Inspectors
11	Ensuring the availability and security of storage/distribution sites prior to the start of operations	Zonal Office Coordinators / IEF Focal Points
12	Arranging for the participation of stock accountants in distribution operations and convening school directors for the collection of materials.	Inspectors of Education and Training
13	Following up on the dispatching and transfer of materials at the 21 distribution sites.	Supply Chain Manager / Bolloré
14	Supervising distribution sites and proposing corrective measures where necessary.	Supply Chain Manager
15	Receiving and jointly verifying materials received at IEFs and checking delivery slips.	Stock Accountants / IEF Focal Points

N°	DEFINITE MEASURES	AGENTS IN CHARGE
16	Securing the support of MEL to the focal points during the distribution of materials on the various sites.	MEL team / Zonal Office Coordinators
17	Receiving materials, monitoring, and organizing their transfer to the schools.	School directors
18	Performing the collection, entry and analysis of distribution data and archiving delivery slips	MEL team
19	Evaluating the distribution	Zonal Office Coordinators / Supply Chain Manager / MEL team / IEF Focal Points / DCOP
20	Participating in the closing of the gaps observed in the schools	Stock Accountants / IEF Focal Points / Zonal Office Coordinators / Supply Chain Manager / DCOP
21	Documenting the distribution process and establishing the different Pre and Post distribution audit reports.	Supply Chain Manager
22	Reviewing and supporting the elaboration of the different Pre and Post distribution audit reports.	MEL / DCOP / Outcome I team

The distribution operations start from this moment the school director meets the stock accountant and the Lecture Pour Tous staff, who then proceed to check their identification and together with them, check the information on the Lecture Pour Tous delivery slip. This physical delivery slip, drawn up in a set of three copies, allows a check to be made against the name of the school, the number of classrooms, the grade levels (CI, CP or CEI), the number of students and the language of instruction (Wolof, Pulaar or Seereer). The school director subsequently certifies the receipt of the materials by signing and affixing the school's stamp on the document which is then forwarded to the stock accountant and the program staff for them to do likewise. At the time of the transfer of the materials, the distribution agent in the presence of a program staff ensures the recording of data (bar code) allowing electronic tracking of the delivery and the electronic validation/signature of the BL generated in the track and trace system. A copy of the physical delivery slip is finally given to the school director who, with this document, reports to the program staff to collect reimbursement for their transportation costs. The two other copies of the physical delivery slip are made available to the program staff and the IEF stock accountant so that they can have distribution statistics at the end of the operations. Although most of the school directors used their motorcycles or carts to transport their materials, Lecture Pour Tous proceeded to reimburse transport costs on the basis of a mileage lump sum (distance between school and distribution site). The school directors systematically acknowledged receipt of transport reimbursements by signing the receipt forms.

This strategy adopted for all 21 IEFs enabled effective collaboration between the local educational authorities, the staff of Lecture Pour Tous and the directors of the various beneficiary schools. As a result, Lecture Pour

Tous was able to distribute teaching and learning materials to almost all school directors during the intensive distribution days at each IEF.



Figure 5: Distribution of materials to school directors who are responsible for taking them to their schools.

It is important to highlight a few points in this process of distributing teaching and learning materials for 2020-2021 school year:

- The materials were distributed to all the sites in pre-packaged batches. As the distribution took place before the beginning of the teaching period, which is scheduled for November 2020, Lecture Pour Tous will determine the actual classroom sizes after the start of the school year to compare them with the initial database that was used for the distribution. After this verification step, adjustments may be made, if needed, for the schools concerned.
- The needs assessment was carried out taking into account the existing stock in the classrooms, including the fully functional teaching materials distributed during the 2018-2019 and 2019-2020 school years (program Years 3 and 4). Lecture Pour Tous had previously estimated a loss rate of 3 to 5% for these materials. This measure concerned all teaching and learning materials except for the take-home booklets which were completely replaced. At the end of this operation, classrooms will have identical materials but from three generations: those distributed in Year 3, Year 4 and Year 5 of the program.
- The improvement of the electronic tracking system (track and trace) has facilitated the real-time tracking of the distribution of this year's teaching and learning materials. Through its web and mobile "Link Tracking Solutions" solution, Bolloré has ensured the electronic tracking of materials from warehousing to distribution at the IEF level. With the validation of the delivery slip by the school director, the Bolloré agent uses his smartphone to scan and upload the barcode into the system to guarantee traceability. Ultimately, this system made it easy for us to inventory, locate, and compile data and to track operations in real time.

The triangulation of data from the distribution's physical PODs, Link Tracking Solutions data and stock inventory reports served as a basis for comparison, verification, and control to certify the data in this pre- and post-immediate distribution report.

C. Results

The analysis of the delivery slips from the teaching and learning materials distribution campaign that took place from October 19 to November 8, 2020 revealed the results that are presented in each of the tables below and broken down by type of materials.

In summary, the following general conclusions can be drawn:

- During the distribution campaign, the vast majority of school directors (a total of 3,192) received the Lecture Pour Tous teaching and learning materials in the correct language. This represents 91% of all schools targeted by the program for 2020-2021 school year.
- Of the 882,920 teaching and learning materials distributed, 62% were supplied to the directors of Wolof schools, 19% to Pulaar schools and 19% to Seereer schools.
- A total of 5,556 teaching guides were distributed to the teachers of the 21 targeted IEFs.

At this point in time, it is difficult to precisely indicate the total percentage of teacher and student needs met with this distribution because the total number of target teachers and especially the total number of target students is still yet to be determined for the 2020-2021 school year, especially with the added complexity of class and language. This level of analysis will be completed during the 90-day post-distribution audit.

The analysis of the distribution data will first be done globally at IA level and then in a more detailed way at IEF level for each type of distributed material.

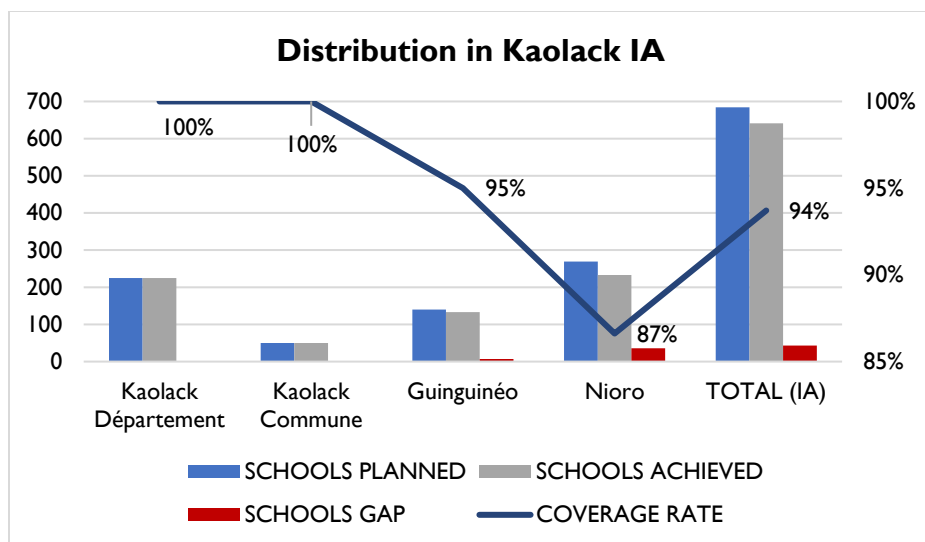
Analysis of results at the IA level

Lecture Pour Tous operates in six academies in Senegal: Kaolack, Matam, Kaffrine, Louga, Diourbel and Fatick. The tables and graphs below are a summary of the distribution operations carried out in these different sites.

- **Kaolack IA:**

The distribution days that were held simultaneously October 21-23, 2020 in the four IEFs under this IA were quite satisfactorily with an overall coverage rate of nearly 94%.

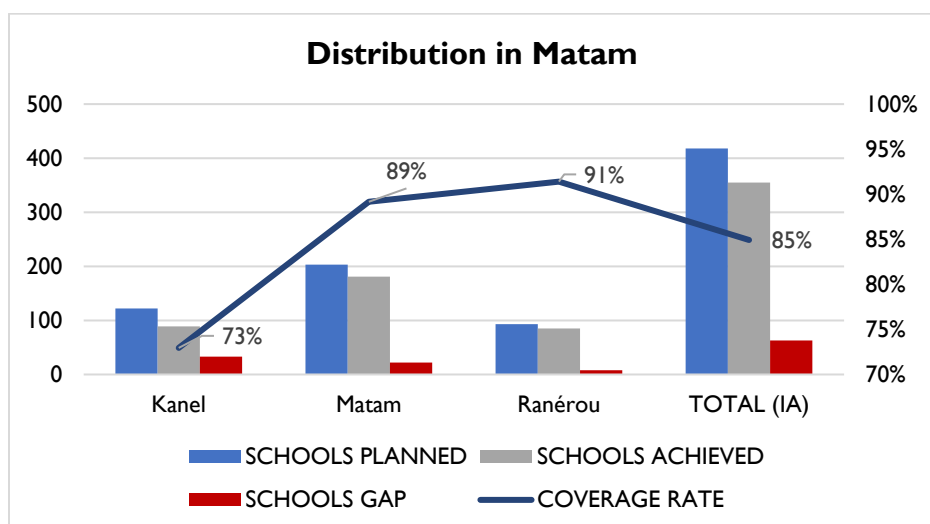
DISTRIBUTION IN KAOLACK				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Kaolack Département	225	225	0	100%
Kaolack Commune	50	50	0	100%
Guinguinéo	140	133	7	95%
Nioro	269	233	36	86%
Total (IA)	684	641	43	93%



- **Matam IA:**

The three IEFs under this IA also received their materials from October 21-23, 2020. The average collection rate is 85% of the initial target.

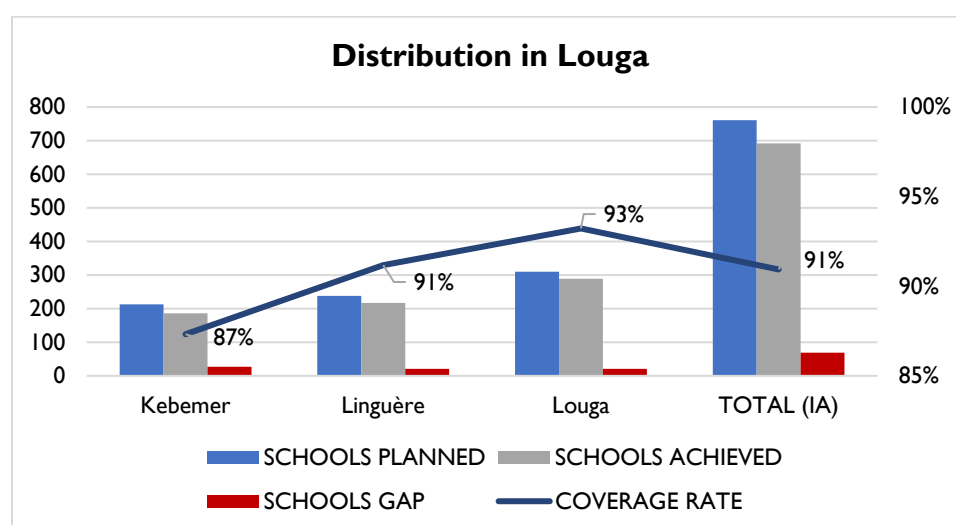
DISTRIBUTION IN MATAM				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Kanel	122	89	33	73%
Matam	203	181	22	89%
Ranérrou	93	85	8	91%
Total (IA)	418	335	63	85%



- **Louga IA:**

The distribution days were held October 28-30, 2020 in the four IEFs of this IA with a satisfactory coverage rate of 91%.

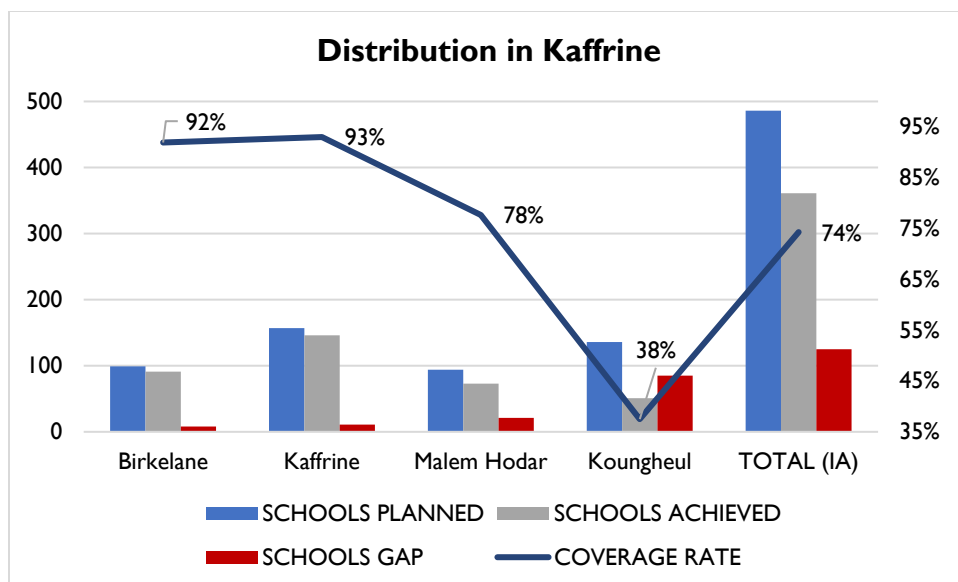
DISTRIBUTION IN LOUGA				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Kebemer	213	186	27	87%
Linguère	238	217	21	91%
Louga	310	289	21	93%
Total (IA)	761	692	69	91%



- **Kaffrine IA:**

From October 28-30, 2020, materials were also distributed to the schools of the three IEFs of this IA with a collection rate of 74%. Kougheul was a particular challenge given its relatively remote location, and the fact that most school directors posted to this IEF did not return to their schools until the beginning of the school year. Unfortunately, the remaining materials could not be distributed during this operation because the concerned school directors were at that time on vacation away from their area of assignment. Nevertheless, a mitigation plan was established, as described in Section 2D below.

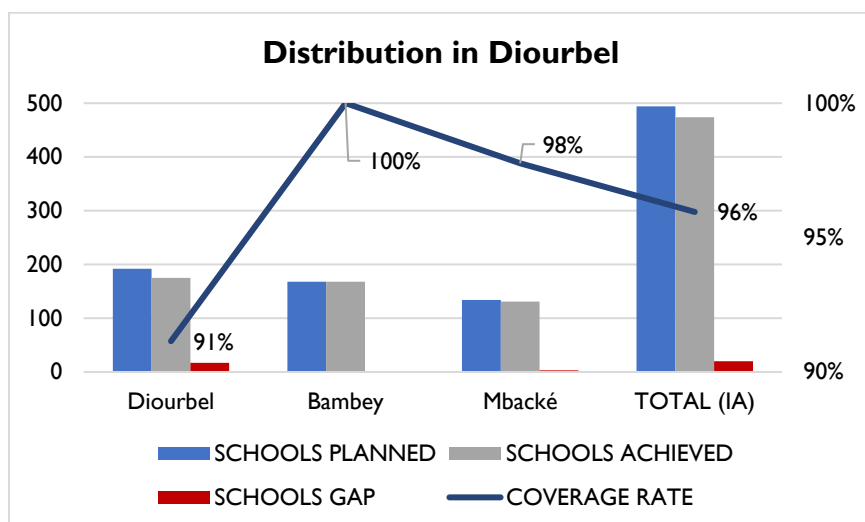
DISTRIBUTION IN KAFFRINE				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Birkelane	99	91	8	92%
Kaffrine	157	146	11	93%
Malem Hodar	94	73	21	78%
Kougheul	136	51	85	38%
Total (IA)	486	361	125	74%



- **Diourbel IA:**

The three IEFs under this IA were also supplied with materials from November 4-6, 2020. The overall coverage rate is 96% of the target.

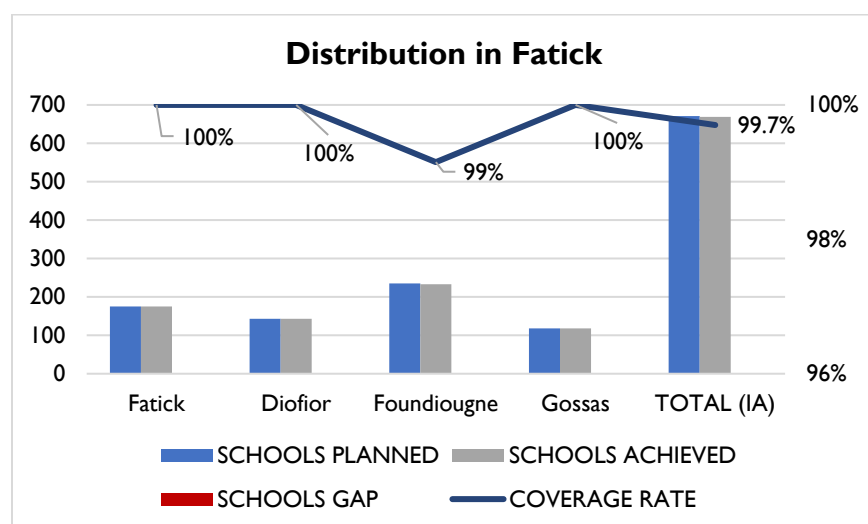
DISTRIBUTION IN DIOURBEL				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Diourbel	192	175	17	91%
Bambey	168	168	0	100%
Mbacké	134	131	3	98%
Total (IA)	494	474	20	96%



- **Fatick IA:**

Distribution days were also held from November 4-6, 2020 in the four IEFs of this IA with a very satisfactory collection rate of 99.7%.

DISTRIBUTION IN FATICK				
IEF	SCHOOLS			COVERAGE RATE
	PLANNED	ACHIEVED	GAP	
Fatick	175	175	0	100%
Diofior	143	143	0	100%
Foundiougne	235	233	2	99%
Gossas	118	118	0	100%
Total (IA)	671	669	2	99.7%



Analysis of the results at the IEF level

On a more detailed level, an analysis of the twenty-one IEFs allows to precisely quantify each type of distributed material and offers a more precise vision of the reach of the distribution.

Table 8: Total Number of Schools Represented in the Materials Distribution, by Region, IEF and Language

IA	IEF	Schools			
		Wolof	Pulaar	Seereer	TOTAL
Diourbel	Bambey	129	2	37	168
Diourbel	Diourbel	103	3	69	175
Diourbel	Mbacke	108	13	10	131
Fatick	Diofior	13	0	130	143
Fatick	Fatick	16	5	154	175

IA	IEF	Schools			
		Wolof	Pulaar	Seereer	TOTAL
Fatick	Foundiougne	158	6	69	233
Fatick	Gossas	76	10	32	118
Kaffrine	Birkilane	79	10	2	91
Kaffrine	Kaffrine	134	7	5	146
Kaffrine	Koungheul	46	5	0	51
Kaffrine	Malem Hodar	64	4	5	73
Kaolack	Guinguineo	94	8	31	133
Kaolack	Kaolack Commune	50	0	0	50
Kaolack	Kaolack Department	163	15	47	225
Kaolack	Nioro	203	29	1	233
Louga	Kebemer	167	19	0	186
Louga	Linguere	112	93	12	217
Louga	Louga	246	43	0	289
Matam	Kanel	0	89	0	89
Matam	Matam	14	167	0	181
Matam	Ranerou	0	85	0	85
Totals		1,975	613	604	3,192
Percentage		62%	19%	19%	100%

- 676 CI teacher's guides were distributed to the 21 participating IEFs (434 in Wolof, 178 in Pulaar and 64 in Seereer). This supply complements the existing CI teacher's guides already available for use in the classrooms. The details are presented in the table below:

Table 9: Total Number of CI Teachers Guides Distributed, by IEF and Language

IEF	Total of CI Teacher's Guides - Wolof	Total of CI Teacher's Guides - Pulaar	Total of CI Teacher's Guides - Seereer
Bambey	11	0	3
Birkilane	16	2	0
Diofior	0	0	8
Diourbel	34	2	15
Fatick	2	0	4
Foundiougne	16	0	4
Gossas	28	8	12
Guinguineo	10	4	6
Kaffrine	26	8	0
Kanel	0	11	0
Kaolack Department	4	0	0
Kebemer	52	14	0
Linguere	32	59	4
Louga	97	34	0
Malem Hodar	12	2	2
Matam	0	12	0
Mbacke	22	4	6
Nioro	72	8	0

IEF	Total of CI Teacher's Guides - Wolof	Total of CI Teacher's Guides - Pulaar	Total of CI Teacher's Guides - Seereer
Ranerou	0	10	0
Grand Total	434	178	64

- 591 CP teacher's guides were distributed to the 21 participating IEFs (374 in Wolof, 136 in Pulaar and 81 in Seereer). This supply complements the existing CP teacher's guides already available for use in the classrooms. The details by IEF are presented in the table below.

Table 10: Total Number of CP Teachers Guides Distributed, by IEF and Language

IEF	Total of CP Teacher's Guides - Wolof	Total of CP Teacher's Guides - Pulaar	Total of CP Teacher's Guides - Seereer
Bambey	12	0	4
Birkilane	9	0	0
Diofior	4	0	10
Diourbel	14	0	9
Fatick	3	0	16
Foundiougne	6	0	7
Gossas	29	6	10
Guinguineo	0	0	2
Kafrine	35	4	2
Kanel	0	23	0
Kaolack Commune	1	0	0
Kaolack Department	9	0	3
Kebemer	32	12	0
Koungheul	6	0	0
Linguere	21	38	10
Louga	77	16	0
Malem Hodar	14	4	2
Matam	1	3	0
Mbacke	38	4	6
Nioro	63	14	0
Ranerou	0	12	0
Grand Total	374	136	81

- 4,289 CEI teacher's guides were distributed to the 21 participating IEFs (2,819 in Wolof, 747 in Pulaar and 723 in Seereer). The details are presented in the table below:

Table 11: Total Number of CEI Teachers Guides Distributed, by IEF and Language

IEF	Total of CEI Teacher's Guides - Wolof	Total of CEI Teacher's Guides – Pulaar	Total of CEI Teacher's Guides - Seereer
Birkilane	69	14	4
Diofior	24	0	140
Fatick	9	2	148
Foundiougne	179	8	80
Gossas	68	10	18
Guinguineo	83	8	22
Kaffrine	124	8	4
Kanel	0	20	0
Kaolack Commune	26	0	0
Kaolack Department	202	18	49
Koungheul	24	6	0
Malem Hodar	54	2	4
Matam	15	226	0
Nioro	206	23	0
Ranerou	0	125	0
Diourbel	234	6	135
Bambey	280	4	91
Mbacké	227	22	14
Kébémér	329	24	0
Linguère	226	151	14
Louga	440	70	0
Grand Total	2,819	747	723

- 29,643 CI student textbooks were distributed to the 21 participating IEFs, more precisely 19,169 in Wolof, 6,174 in Pulaar and 4,300 in Seereer. This supply complements the existing material already available for use in the classrooms. The details are presented in the table below:

Table 12: Total Number of CI Student Textbooks Distributed, by IEF and Language

IEF	Total of CI textbooks - Wolof	Total of CI textbooks - Pulaar	Total of CI textbooks - Seereer
Bambey	1,060	6	439
Birkilane	598	63	4
Diofior	69	0	804
Diourbel	1,350	48	667
Fatick	134	17	862
Foundiougne	930	17	368
Gossas	853	185	359
Guinguineo	602	107	226
Kaffrine	1,090	179	20
Kanel	0	760	0

IEF	Total of CI textbooks - Wolof	Total of CI textbooks - Pulaar	Total of CI textbooks - Seereer
Kaolack Commune	665	0	0
Kaolack Department	884	54	223
Kebemer	1,830	362	0
Koungheul	243	17	0
Linguere	1,216	1,480	117
Louga	3,023	817	0
Malem Hodar	475	51	55
Matam	78	1,209	0
Mbacke	1,662	146	153
Nioro	2,407	274	3
Ranerou	0	382	0
Grand Total	19,169	6,174	4,300

- 31,858 CP textbooks were distributed to the 21 participating IEFs (21,064 in Wolof, 5,386 in Pulaar, and 5,408 in Seereer). This supply complements the existing CP textbooks already available for use in the classrooms. The details are presented in the table below:

Table 13: Total Number of CP Student Textbooks Distributed, by IEF and Language

IEF	Total of CP textbooks - Wolof	Total of CP textbooks - Pulaar	Total of CP textbooks - Seereer
Bambey	1,127	8	474
Birkilane	713	25	2
Diofior	149	0	923
Diourbel	990	4	722
Fatick	170	18	1,268
Foundiougne	1,254	57	469
Gossas	780	80	348
Guinguineo	740	18	265
Kaffrine	1,372	38	65
Kanel	0	1,139	0
Kaolack Commune	842	0	0
Kaolack Department	1,646	160	476
Kebemer	1,285	253	0
Koungheul	665	51	0
Linguere	940	708	192
Louga	2,308	422	0
Malem Hodar	664	67	43
Matam	152	1,306	0
Mbacke	2,452	120	161
Nioro	2,815	424	0
Ranerou	0	488	0
Grand Total	21,064	5,386	5,408

- 97,224 CEI textbooks were distributed to the 21 participating IEFs (66,518 in Wolof, 14,307 in Pulaar and 16,399 in Seereer). The details are presented in the table below:

Table 14: Total Number of CEI Textbooks Distributed, by IEF and Language

IEF	Total of CEI textbooks - Wolof	Total of CEI textbooks - Pulaar	Total of CEI textbooks - Seereer
Birkilane	895	153	33
Diofior	573	0	3,173
Fatick	226	34	3,620
Foundiougne	2,725	82	1,564
Gossas	1,143	132	303
Guinguineo	1,726	85	363
Kaffrine	2,179	140	56
Kanel	0	1,212	0
Kaolack Commune	2,142	0	0
Kaolack Department	4,421	269	1,019
Koungheul	603	82	0
Malem Hodar	1,036	29	44
Matam	426	6,655	0
Nioro	4,521	467	8
Ranerou	0	1,023	0
Diourbel	6,852	73	2,842
Bambey	7,421	57	2,970
Mbacké	9,105	576	216
Kébémér	6,747	339	0
Linguère	4,704	1,989	188
Louga	9,073	910	0
Grand Total	66,518	14,307	16,399

- 183,155 CI take-home booklets were distributed to the 21 participating IEFs (118,410 in Wolof, 31,340 in Pulaar and 33,405 in Seereer). In accordance with the chosen strategy, the take-home booklets were reprinted for all CI students. The details are presented in the table below:

Table 15: Total Number of CI Take-Home Booklets Distributed, by IEF and Language

IEF	Total of CI take-home booklets - Wolof	Total of CI take-home booklets - Pulaar	Total of CI take-home booklets - Seereer
Bambey	8,610	70	3,360
Birkilane	3,430	270	40
Diofior	820	0	7,480
Diourbel	8,090	110	3,805
Fatick	1,130	200	8,650
Foundiougne	7,190	210	3,350
Gossas	3,650	360	1,480
Guinguineo	4,730	340	1,280
Kaffrine	6,860	290	220

IEF	Total of CI take-home booklets - Wolof	Total of CI take-home booklets - Pulaar	Total of CI take-home booklets - Seereer
Kanel	0	6,425	0
Kaolack Commune	7,660	0	0
Kaolack Department	9,410	590	2,610
Kebemer	8,540	750	0
Koungheul	2,820	180	0
Linguere	5,900	3,735	460
Louga	12,790	1,850	0
Malem Hodar	2,930	150	180
Matam	860	11,360	0
Mbacke	11,200	810	450
Nioro	11,790	1,430	40
Ranerou	0	2,210	0
Grand Total	118,410	31,340	33,405

- 165,327 CP take-home booklets were distributed to the 21 participating IEFs (107,153 in Wolof, 27,049 in Pulaar and 31,125 in Seereer). This supply covers all CP students. Details of the materials distributed are presented in the table below:

Table 16: Total Number of CP Take-Home Booklets Distributed, by IEF and Language

IEF	Total of CP take-home booklets - Wolof	Total of CP take-home booklets - Pulaar	Total of CP take-home booklets - Seereer
Bambey	8,295	70	3,263
Birkilane	3,020	220	40
Diofior	800	0	7,070
Diourbel	7,170	70	3,382
Fatick	1,060	200	8,290
Foundiougne	6,750	210	3,180
Gossas	3,020	200	1,200
Guinguineo	4,380	260	1,120
Kaffrine	6,170	120	210
Kanel	0	6,030	0
Kaolack Commune	7,410	0	0
Kaolack Department	9,030	590	2,520
Kebemer	7,451	489	0
Koungheul	2,690	180	0
Linguere	5,200	2,472	360
Louga	10,627	1,140	0
Malem Hodar	2,590	100	120
Matam	840	10,820	0
Mbacke	10,580	710	330
Nioro	10,070	1,200	40
Ranerou	0	1,968	0
Grand Total	107,153	27,049	31,125

- 154,879 CEI take-home booklets were distributed to the 21 participating IEFs (99,920 in Wolof, 25,650 in Pulaar and 29,309 in Seereer). The details are presented in the table below:

Table 17: Total Number of CEI Take-Home Booklets Distributed, by IEF and Language

IEF	Total of CEI take-home booklets - Wolof	Total of CEI take-home booklets - Pulaar	Total of CEI take-home booklets - Seereer
Birkilane	2,530	250	40
Diofior	720	0	6,940
Fatick	990	210	7,860
Foundiougne	6,000	160	3,000
Gossas	2,750	220	1,030
Guinguineo	3,980	280	990
Kaffrine	5,560	180	180
Kanel	0	5,473	0
Kaolack Commune	7,240	0	0
Kaolack Department	8,040	450	2,220
Koungheul	2,210	150	0
Malem Hodar	2,240	70	120
Matam	760	10,680	0
Nioro	8,750	940	40
Ranerou	0	1,655	0
Diourbel	7,370	90	3,170
Bambey	7,965	70	3,169
Mbacké	9,681	650	280
Kébémér	7,535	430	0
Linguère	5,217	2,572	270
Louga	10,382	1,120	0
Grand Total	99,920	25,650	29,309

- 34 CP read-aloud story booklets were distributed to the 21 participating IEFs (25 in Wolof, 5 in Pulaar and 4 in Seereer). The details are presented in the table below:

Table 18: Total Number of CP Read-aloud Storybook Distributed, by IEF and Language

IEF	Total of CP read-aloud storybook - Wolof	Total of CP read-aloud storybook - Pulaar	Total of CP read-aloud storybook - Seereer
Bambey	5	0	3
Diourbel	0	0	1
Kebemer	5	2	0
Linguere	6	1	0
Louga	3	0	0
Mbacke	6	0	0
Ranerou	0	2	0
Grand Total	25	5	4

- 2,308 CEI read-aloud storybooks were distributed to the 21 IEFs involved (1,520 in Wolof, 399 in Pulaar and 389 in Seereer). The details are presented in the table below:

Table 19: Total Number of CEI Read-aloud Storybook Distributed, by IEF and Language

IEF	Total of CEI read-aloud storybook - Wolof	Total of CEI read-aloud storybook - Pulaar	Total of CEI read-aloud storybook - Seereer
Birkilane	35	7	2
Diofior	14	0	76
Fatick	6	1	79
Foundiougne	92	4	43
Gossas	36	5	9
Guinguineo	45	4	11
Kafrine	65	4	2
Kanel	0	11	0
Kaolack Commune	16	0	0
Kaolack Department	110	9	27
Koungheul	13	3	0
Matam	9	135	0
Nioro	110	12	0
Ranerou	0	64	0
Diourbel	137	3	70
Bambey	157	2	56
Mbacké	138	11	7
Kébémér	178	12	0
Linguère	127	77	7
Louga	232	35	0
Grand Total	1,520	399	389

- 1,186 sets of read-aloud storybooks, which is a total of 11,860 booklets, were distributed to the students of the CI grades of the Diourbel and Louga IAs. That is respectively 934 sets in Wolof, 113 in Pulaar and 139 in Seereer. The detail is presented in the following table:

Table 20: Total Number of CI Read-aloud Storybook Distributed, by IEF and Language

IEF	Total of CI read-aloud storybook - Wolof	Total of CI read-aloud storybook - Pulaar	Total of CI read-aloud storybook - Seereer
Diourbel	123	1	66
Bambey	146	2	54
Mbacké	145	10	8
Kébémér	164	13	0
Linguère	122	62	11
Louga	234	25	0
Grand Total	934	113	139

- 45,220 sets of decodable leveled readers were distributed in all 21 IEFs (25,024 sets of 4 booklets and 20,196 sets of 5 booklets of different levels for each group of 10 students, corresponding to a total of 201,076 booklets). The CI grades received levels 1, 2 and 3 booklets; the CP grades received levels 3, 4 and 5 booklets; and the CEI grades received levels 5, 6 and 7 booklets. The table below summarizes the distribution of this material among the different IEFs:

Table 21: Total Sets of Decodable Leveled Readers Distributed, by IEF and Language

(W = Wolof, P = Pulaar, S = Seereer)

IEF	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 7		
	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S
Bambey	98	-	43	98	-	43	202	1	86	113	1	51	808	6	335	765	6	306	765	6	306
Birkilane	64	7	-	64	7	-	115	6	-	64	1	-	124	11	2	90	18	4	90	18	4
Diofior	6	-	60	6	-	60	21	-	143	13	-	81	65	-	340	61	-	333	61	-	333
Diourbel	146	5	60	146	5	60	172	3	120	94	-	65	682	5	300	703	8	297	703	8	297
Fatick	13	1	66	13	1	66	30	3	194	13	2	118	33	2	415	22	4	364	22	4	364
Foundiougne	91	1	31	91	1	31	204	8	77	105	5	37	321	11	174	292	9	162	292	9	162
Gossas	93	22	35	93	22	35	126	17	58	74	8	35	127	10	41	118	13	28	118	13	28
Guinguineo	51	12	23	51	12	23	113	9	37	68	2	21	212	6	38	177	9	38	177	9	38
Kafrine	112	20	-	112	20	-	201	14	8	128	4	5	272	6	10	233	14	7	233	14	7
Kanel	-	82	-	-	82	-	-	177	-	-	111	-	-	185	-	-	125	-	-	125	-
Kao. Commune	76	-	-	76	-	-	137	-	-	84	-	-	268	-	-	221	-	-	221	-	-
Kao. Département	81	2	16	81	2	16	224	20	63	143	13	45	536	39	131	459	29	103	459	29	103
Kébémér	188	37	-	188	37	-	244	45	-	120	27	-	676	41	-	709	37	-	709	37	-
Koungheul	21	1	-	21	1	-	84	6	-	61	5	-	116	12	-	59	8	-	59	8	-

IEF	Level 1			Level 2			Level 3			Level 4			Level 5			Level 6			Level 7		
	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S	W	P	S
Linguere	127	165	11	127	165	11	171	169	21	92	69	21	491	188	31	493	216	21	493	216	21
Louga	332	88	-	332	88	-	401	87	-	225	39	-	937	81	-	954	102	-	954	102	-
Malem Hodar	47	6	5	47	6	5	87	10	7	55	6	4	128	4	6	104	4	5	104	4	5
Matam	6	121	-	6	121	-	21	231	-	14	115	-	54	702	-	42	674	-	42	674	-
Mbacké	165	18	15	165	18	15	371	28	19	239	10	17	1,080	62	26	934	60	24	934	60	24
Nioro	245	25	1	245	25	1	411	55	-	279	41	-	582	77	-	469	51	1	469	51	1
Ranérrou	-	40	-	-	40	-	-	78	-	-	50	-	-	125	-	-	113	-	-	113	-
Grand total	1,962	653	366	1,962	653	366	3,335	967	833	1,984	509	500	7,512	1,573	1,849	6,905	1,500	1,693	6,905	1,500	1,693

In overall terms, 882,920 teaching and learning materials (or 93% of a total of 948,561 materials) were distributed as part of this October-November 2020 campaign. At the end of the primary distribution campaign, Lecture Pour Tous continued to coordinate the distribution of materials to the remaining schools whose directors did not collect the materials during the distribution days, as discussed below. This process of supplying the remaining schools will continue through the end of December 2020.

D. Mitigation Plan

Despite the fact that Lecture Pour Tous carried out distribution operations before the start of the school year and most school directors did not stay in their school communities during their vacation, the program achieved a very satisfactory collection rate overall throughout this large distribution campaign.

After the distribution days planned and organized for each site (IEF), the materials which had not been collected were transferred on site under the responsibility of the focal points and stock accountants to supervise their collection. The field staff in charge of the distribution – the Lecture Pour Tous focal points and the IEF stock accountants – worked together to inform the concerned school directors and encouraged them to quickly collect the remaining materials so that teaching could start immediately after the beginning of the school year.

In this regard, despite the end of the distribution deadline set by the IEF, operations continued at all sites where all materials had not been collected, including in Kounghoul (within the Kaffrine IA) where the lowest materials collected rate was reported. School directors continue to collect the materials. . This operation will continue until the end of December to allow and guarantee the completion of the delivery of teaching materials to all the schools benefiting from the program. The additional data relating to these materials distributed will be progressively fed back into the database through the analysis of the delivery slips, with the objective of including them in the upcoming 90-day post-distribution audit report.

It is also important to note that, as initially planned in the distribution strategy, Lecture Pour Tous will take the responsibility for re-collecting actual classroom sizes (now that the school year has begun) and comparing them with the data in the database used for the distribution. After this verification step, any upward adjustments for the schools concerned will be made according to one of the following scenarios:

- The potential deficit observed represents less than 10% of the schools concerned: in this case the closing of the gaps will be done at the time of the meetings between the school directors and the IEF or during the training sessions conducted by Lecture Pour Tous staff.
- The potential deficit concerns more than 10% of the targeted schools: a stock of pre-packaged materials will then be provided and distributed to the concerned IEFs within a reasonable time frame for a second phase of distribution that will take place under the supervision and responsibility of the Lecture Pour Tous focal points and the stock accountants. This second phase of distribution could take place within three weeks at the latest from the collection of the actual enrollment figures.

Ultimately, this mitigation plan will make it possible to complete the provision of teaching materials as soon as possible by ensuring that the objectives set in terms of deadlines, availability of materials, and coverage of the schools concerned are met. At the same time, this plan will foster ownership and a strong involvement of local educational authorities: IEFs, stock accountants.

Table 22: Distribution to be finalized by IA

	KAOLACK	MATAM	LOUGA	KAFFRINE	DIOURBEL	FATICK	TOTAL
Number of schools remaining	43	63	69	125	20	02	322
Percentage to be covered	6%	15%	9%	26%	4%	0,29%	9.1%

Finally, it should be noted that the data in this report reflect the situation as of November 30, 2020, and the situation has certainly changed since then as the distribution operations for the remaining schools have continued since then.

E. Compilation and Exploitation of the Data

Data analysis is an essential step in the distribution process since it allows for compliance, good management, and respect of commitments to the donor, especially with respect to post-distribution audits. Therefore, a team comprising various actors from Bolloré, MEN and Lecture Pour Tous was set up to undertake the data collection, verification and analysis process that is described below.

At the end of the distribution operations, the stock accountants, assisted by the Lecture Pour Tous focal points, compiled all the delivery slips evidencing the transfer of materials to the school directors and compared them with the list of targeted schools in their district. In addition to being a first level of verification, this makes it possible to identify schools whose directors did not show up to collect their supplies so that those directors can be encouraged to do so.

After this step of checking all the delivery slips, the Lecture Pour Tous focal points transfer the documents to the two field offices in Louga and Kaolack so that they can be entered into the program's databases. Lecture Pour Tous decided to centralize data entry in the program's field offices to ensure the security of the delivery slips which remain the only physical documents confirming distribution. Since in previous experiences the transfer of these documents was delayed due to the need to continue to use them in the IEFs to finalize distribution operations, the program used pre-printed slips that came in three copies, one of which is directly available for data entry.

Once these delivery slips were transferred to the field offices, the program's Monitoring, Evaluation & Learning (MEL) officers proceeded to enter the data into a centralized database for each zone. Data entry was followed by cleaning, analysis, and comparison to certify their content.

The MEL team's analysis of the data from the various delivery slips confirmed that the database used to establish this immediate post-delivery audit report is deemed reliable and usable, although there may be a negligible error rate of less than 5% caused by the data entry process itself. In addition, the triangulation of a random sample of schools in the database, with the Tracking Link system, and the remaining stock confirms the reliability of the data.

F. Challenges and Lessons Learned

Compared to last year's campaign, the 2020-2021 teaching and learning materials distribution campaign introduced several changes. Lessons learned from the previous distribution (2019-2020) enabled Lecture Pour Tous to significantly improve the process and to start the campaign before schools opened, in fact more than a month ahead of last year's campaign. Given the facts that distribution sites are quite scattered in the country, the distribution period was quite short and the number of beneficiaries to be covered was very large, carrying out such a large-scale operation in such a short period of three weeks was considered a significant success.

In addition, the next 90-day post-distribution audit will allow the program, once all the operations are completed, to fully confirm that each type of material, in the right language, is available in the classrooms where

beneficiaries (students and teachers) can use them and that these materials are being used and managed efficiently.

Some positive observations as well as areas for improvement have been identified during this year's operations and those will be used to perfect the process of acquiring and distributing teaching and learning materials.

Things that went well:

Significant improvements have been introduced in the process, among which the following can be highlighted:

- The setting up of a task force made up of several components of the process: procurement, technical team, MEL, management, supply chain. This task force favored a participative exchange and a collective validation of the planned data / numbers and of the distribution process.
- The communication campaign carried out upstream of the distribution process. Apart from the usual communication channel of the MEN (a memo informing of the distribution of materials), the program took the lead by contacting directly by SMS push all the school directors concerned to inform them of the distribution schedule. A survey was then carried out among the directors at the 21 IEFs to verify their willingness to participate in the operations. In the inspectorates where participation forecasts were low, the Lecture Pour Tous focal points contacted and sensitized the school directors to encourage them to participate massively in the distribution operations according to the established schedule. This measure resulted in a very satisfactory rate of collection of materials, even though the distribution took place entirely during the school vacations.
- Distributing pre-packaged lots from the warehouse, which means no handling bulk stock in the field, as well as the improved tracking system have both greatly contributed to facilitating the operations and enabling the monitoring of activities and the availability of reliable data in a short time frame.
- The codification and posting of schools at the entrance of the distribution sites as well as the summoning of directors by school director collectives (*Collectives de Directeurs d'Ecole*, CODEC) was a good response to the context marked by COVID-19. This has made it possible to identify beforehand the schools concerned for each day of distribution, which facilitated the invitations, the follow-up and the collection of their materials while avoiding a rush that could have led to gatherings and very long waiting times.
- The printing and the placing at each distribution site of prefilled delivery slips in sets of three copies intended for school directors, IEF stock accountants and program staff to allow each actor to have all the supporting documents, minimizing thus the risk of errors related to the manual filling of these documents.
- The organization of meetings with the Lecture Pour Tous staff involved in the field, the defining and validating with each of them their roles and responsibilities in the execution of operations, as well as the warehouse training on the materials, have helped to better prepare Bollore's distribution agents and warehouse staff by familiarizing them with the materials and the distribution keys to be used (number of books per person, class, etc.).
- The survey to be carried out by MEL after the opening of classrooms to control the number of students and to possibly allow the closing of gaps in relation to the materials distributed, either at the time of the training sessions (or during the meeting between the directors and the IEF) or through a second distribution phase depending on the percentage of schools concerned.
- Finally, the reinstatement of reimbursement of transportation costs for school directors has greatly facilitated the collection of materials from the IEFs and their transfer to the schools. This approach should be examined by the MEN. By organizing distribution days and by inviting school directors and

reimbursing their transport costs, we were able to minimize the waiting time for collection, which resulted in materials being available to students within a short period of time.

Areas in need of improvement:

- A major continued challenge is the lack of reliable education system statistics, especially in a context of dynamic enrollments and a lack of clear visibility on future enrollments or closures of classrooms. Although this situation is to a large extent beyond the control of the Lecture Pour Tous program, it can have an impact on the decisions on and results of materials acquisition and distribution processes since it makes it very difficult to estimate (quantify) the number of materials to be ordered and to plan the dispatching and distribution of these materials.
- A greater involvement of education inspectors, or any other MEN staff involved in coaching or field supervision, in the post-distribution management of materials can play an important role in the monitoring of materials and allow MEN to audit and/or receive timely and more effective feedback on the management and monitoring of materials, while ensuring that they are used and managed efficiently.

3. CONCLUSION

The campaign of distribution of teaching and learning materials for 2020-2021 school year was overall very satisfactory. It was completed after three weeks of distribution, thanks to a close collaboration between key players, including the staff of Lecture Pour Tous, the IEF stock accountants and the inspectors, as well as the agents of the Bolloré distribution company. Effective coordination between the program, local authorities and school directors greatly contributed to achieving a coverage rate of approximately 91% of the targeted schools. Thus, at the end of this pre- and post-distribution audit of the program's Year 5 teaching materials, the overall results of the analysis show that:

- 882,920 teaching materials were distributed in the six participating regions.
- 3,192 schools have benefited from these materials according to the national language they have chosen.
- As of November 30, 2020, distribution has yet to be finalized in 9% of the schools targeted for 2020-2021 school year.

At the end of this campaign of distribution of teaching materials and as a complement to this report, Lecture Pour Tous will launch a new quantitative and qualitative audit through a field mission that will visit classrooms in a representative sample of schools to check the availability and condition of the materials. In addition to this, a survey will be conducted via the Telerivet platform.

The upcoming 90-day post-distribution audit will take into account the additional materials distributed during the finalization of the distribution process, to allow for a more thorough analysis of aspects ranging from coverage rate to satisfaction rate for each type of material.

Lecture Pour Tous will also document and share in a systematic manner all of the lessons learned in the process of acquiring and distributing materials for the 2020-2021 school year. This will eventually allow the supply chain for learning materials to be improved in the future, from the production process that include development (publishing), printing, shipping (transport), storage and repackaging of materials to distribution and follow-up.

4. ANNEXES

Annex I: Intertek inspection report dated (July 3, 2020)

Annex II: Dakar warehouse pre-distribution inspection report

Annex III: Example of a Preparation Note (Bon de préparation)

Annex IV: Example of a Proof of Delivery (POD)

Annex V: Lecture Pour Tous Year 5 Materials Distribution Strategy